DOCUMENT RESUME

ED 340 183 EC 300 833

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TITLE Boys Town Education Model.
INSTITUTION Father Flanagan's Boys' Home, Boys Town, NE.
PUB DATE Nov 91
NOTE 20p.; Paper presented at the Topical Conference on At-Risk Children and Youth sponsored by the Council for Exceptional Children (New Orleans, LA, November 10-12, 1991).
PUB TYPE Reports - Descriptive (141)

EDRS PRICE MF01/PC01 Plus Postage.
DESCRIPTORS Behavior Change; *Behavior Disorders; Behavior Modification; *Classroom Techniques; Demonstration Programs; Elementary Secondary Education; *Interaction Process Analysis; *Interpersonal Competence; Males; Models; Residential Programs; *Socialization; Special Schools; *Teacher Student Relationship
IDENTIFIERS *Boys Town NE

ABSTRACT

This monograph describes the curriculum and teaching methods used to teach socialization skills at the Boys Town (Nebraska) special residential school for boys with behavioral disorders as well as replications of the Boys Town model in other locations. The model takes the basic techniques of the schools's Family/Home model and applies them to development of social skills within the school setting. The program attempts to significantly reduce discipline problems while teaching life skills. The model is rooted in principles of applied behavior analysis and social learning theory and involves the identification of desirable prosocial behavioral expectations, the use of specific instructional strategies to teach those behavioral expectations, the application of an incentive system, and the implementation of reinforcement principles. The program's four major components are the social skills curriculum, teaching interactions, motivation systems, and administrative intervention procedures. Also reported are results of training approximately 1,700 public and private school educators throughout the United States in the model's individual components. Workshops, the start-up and follow-up consultation service, evaluation activities, "training of trainers" activities, and replication site selection procedures are also described. Includes 36 references and a list of 9 additional Boys Town publications. (DB)

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BOYS TOWN EDUCATION MODEL

"The character of a child is like clay - it is pliable and can be moulded very easily. Place it in the hands of powers for good, it is moulded accordingly; placed in environment that is poor, the results are shown in our prison records."

Father Edward J. Flanagan, 1926

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BOYS TOWN EDUCATION MODEL

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Introduction

Schools were made for children and learning. This simple premise underlies what we believe should be true about any good school program. It is our contention, therefore, that **all** students must experience success in school, be it academic, vocational, athletic, or artistic success. Whether or not the individual becomes a good math student or a poor math student, a good athlete or a poor athlete is, in all probability, less dependent upon the student's academic and physical characteristics than upon the student's social/emotional skills (Cartledge and Milburn, 1978; Stephens, 1978; Hops and Cobb, 1973; Borich, 1971).

Unfortunately, many youth have not acquired the social behaviors necessary to effectively and appropriately interact with peers and adults in school settings. As a result, they do not achieve academic success. These students are the same youth who have lacked other success experiences as well and have been identified by school personnel as discipline problems, at-risk, behaviorally impaired, or emotionally disturbed. Their problems are compounded by the fact that the very social behaviors in which they are deficit are the same behaviors employers have identified as vital to success in the world of work (Gresham, 1981). There is hope. Researchers have found social skills training to be effective in developing job related skills in learning disabled and behavior disordered adolescents (Montague, 1988).

The last decade has seen rapid growth in identified special needs youngsters and in programs to serve them. Clearly, one of the program needs is social skills instruction. Hansen, Lawrence and Christoff (1980) found conduct disordered youth to have poorer social skills than "normal" youth. Less knowledge of social skills was found highly associated with a wide range of behavioral problems (Venziano and Venziano, 1988). Yet, there are relatively few comprehensive descriptions of effective programs for serving troubled students either in the literature or in the field (Grosenick, George, and George, 1988). Schools and teachers lack the model or framework necessary to serve this troubled population, and program attempts are admirable but often ineffective. Many students are left without the social skills essential for success.

Present methods of teaching socilization to school-aged children rely primarily on non-structured or informal social experiences encountered in schools, at home, and in the community (Clark, 1980). The importance of school in efforts to teach essential social behaviors comes from the fact that school is the only professionally staffed agency which sees **all** children. For approximately 180 days each year the nation's schools provide youth from age 6 to 18 with a sizable portion of their non-structured informal social experiences. It seems reasonable then to assume that our schools could provide a setting which emphasizes social behavior as a structured regular part of the school curriculum, thereby beginning a process of assisting students in becoming more socially adept.

Developing a systematic means to routinely teach socialization to school-aged children poses quite a challenge. However, shifting the emphasis of instruction from a solely academic curriculum to a combination of academic and social behaviors does not entail lengthening the school day, eliminating required course work, or extending graduation requirements. Rather, it requires the dedication of school personnel in addressing social behavior as an on-going part of the school curriculum in all classrooms, corridors, playgrounds and office areas each and every day. Such dedication and vigilance in addressing social behavior obviously requires that teachers and administrators be provided with sound theoretical principles and practical approaches to guide their teaching efforts.

Education should not and cannot be for the select few who come from environments which help them become not only academically inclined, but also socially acceptable to peers and adults. Schools have group life, a vast range of possible activities, many caring adults, and a mandate to use these resources for the welfare of **all** children, including the troubled or troublesome child. Our goal has been, and continues to be, to develop an effective school program which promotes success through the teaching of social skills and serves as a model for others to use, benefitting youth nationwide. This program is the Boys Town Education Model.

History

"There are no bad boys. There are only bad environments, bad examples, bad thinking." Those now famous words were first spoken by Father

Edward J. Flanagan, founder of Boys Town, in 1917. Since then, Father Flanagan's Boys' Home has been a beacon of hope for troubled youth from throughout the country. Furthermore, Boys Town has come to serve as the cornerstone of youth care worldwide and a model of how to best help youth develop their personal effectiveness in home and school settings.

Boys Town's programs, as they are known today, have their origins in the efforts of those professionals who designed, developed, and implemented the Teaching-Family Model (Phillips, 1968; Phillips, Phillips, Fixsen, and Wolf, 1974). From those origins, Boys Town has spent more than 15 years in developing its own Boys Town Family-Home Model (Coughlin, Maloney, Baron, Dahir, Daly, Daly, Fixsen, Phillips, and Thomas, 1983; Baron, Cunningham, Palma, and Phillips, 1984; Peter, 1986). During those years, Boys Town has devoted time, energy, resources, and personnel toward disseminating its technology to programs serving troubled childen and youth nationwide.

The Boys Town Education Model is a good example of technology transfer - taking the basic techniques of its Family-Home Model and transferring them to a school setting as a powerful and innovative approach to positive and effective interventions for troubled youth there. A success-oriented program of personalized social skills instruction is the hallmark of the Boys Town Education Model. Initiated in 1977 at a residential school in Montana, the key concepts were brought to Boys Town in 1979 and further developed.

By implementing the Education Model in its classrooms, Boys Town has demonstrated that school can significantly reduce discipline problems while directly and humanely teaching vital life skills in a positive school climate. Work by professionals at Boys Town and elsewhere (Larson, 1989; and Czerwionka, 1987) has shown that difficult to teach, behaviorally disordered adolescents can be effectively taught a variety of social skills. Two years after initiating its campus school program, Boys Town became actively involved in the nationwide dissemination of the Model. Though initially overshadowed by its parent, the Family Home Model, it has gained interest and notoriety on its own. Today, public and private schools across the country implement the Boys Town Education Model with great success.

Part of the appeal of the Boys Town Education Model is that it is one of the few programs that can be integrated into the entire school day and across the curriculum. This helps to overcome some of the generalization problems associated with programs that occur only in one classroom or outside the school. Research evidence suggests that non-school programs have little effect on school behavior (Jones and Offord, 1989).

Components of the Boys Town Education Model

The Boys Town Education Model is firmly rooted in principles of applied behavior analysis and social learning theory. Its underlying premise is that behavior is learned through feedback on behavior and its environmental consequences (Bandura, 1969). The Model's focus is on teaching; troubled youth have social skills deficiencies and have not yet learned or been effectively instructed how to interact in a socially appropriate way with others (Wolf, Phillips, & Fixsen, 1972; Sarason, 1968; Shah, 1966, 1968, 1970).

This behavioral model involves the identification of desirable prosocial behavioral expectations, the effective use of instructional strategies to teach those expectations, the application of an incentive system, and the effective implementation of reinforcement principles. These elements have been developed and refined for use within a school context in our Social Skills Curriculum, Teaching Interactions, Motivation Systems and Administrative Intervention procedures. The combined use of these program components provides educators with the technology to help all students - from the regular classroom to the most restrictive special education programs - build social skills to maximize their personal effectiveness. A brief review of each of these four program components follows.

Social Skills Curriculum

The Social Skills Curriculum provides the foundation for a structured educational approach to the socialization of school-aged children. The curriculum offers a manageable yet well defined set of sixteen basic social behaviors encompassing Adult Relations, Peer Relations, School Rules and Classroom Behaviors. This set of skills assists

teachers to go beyond merely labeling problem behaviors (e.g., compulsive talker, lazy, restless, etc.) which is often a hindrance in identifying specific alternative behaviors that should be promoted, reinforced, strengthened, or taught.

A task analysis of what people do in everyday settings (Gresham, 1982) specifies the behavioral components for these prosocial skills. Such an analysis allows for each step to be directly observed, assessed and taught. Feedback to students then becomes specific rather than vague, behavioral rather than abstract. The sixteen basic skills are related to socially important outcomes, i.e., peer acceptance, teacher acceptance and assistance, academic growth, and eventually toward job acquisition and retention (See figure 1). The curriculum identifies skills that can and should be taught to all children no matter what their educational placement, level, or program. They represent skills that will not only promote school success, but also lead to success on the job and in lifelong interpersonal relations.

FIGURE 1

BOYS TOWN SCHOOLS SOCIAL SKILLS CURRICULUM

1. *How to follow instructions.
2. *How to accept criticism or a consequence.
3. *How to accept "no" for an answer.
4. *How to greet someone.
5. *How to get the teacher's attention. (Asking permission)
6. *How to make a request.
7. *How to disagree appropriately.
8. How to give negative feedback.
9. How to resist peer pressure (or say "no").
10. How to apologize.
11. How to engage in a conversation.
12. How to give a compliment.
13. How to accept a compliment.
14. How to volunteer.
15. How to report peer behavior.
16. How to introduce yourself.

Teaching Interactions

While the social skills curriculum guides what to teach, the Teaching Interaction guides how to teach through specialized approaches similar to the direct instructional techniques advocated by Stephens (1978) and the structured role-play activities of Goldstein (1980). The greatest opportunity for skill generalization comes about through the instruction of skills in naturalistic settings including classrooms, hallways, offices, etc. (Gresham, 1982). Teaching Interactions promote this generalization.

Teaching Interactions differ from other social skills approaches by using a brief interactive instructional sequence to confront the student when the behavior occurs. This technique uniquely combines efforts to manage student behavior with the care and concern of teaching an alternative appropriate social behavior. Capitalizing on the teachable moment when the learner is active and the learning is relevant in the context of a Teaching Interaction allows the teacher to deal with behavior problems in an efficient, effective and humane fashion (Downs, Kutsick, and Black, 1985; Phillips, Phillips, Fixsen, and Wolf, 1974).

Teaching Interactions include an objective and detailed description of an inappropriate behavior needing correction as well as a description of the alternative appropriate behavior that should be learned. Rationales are provided and the proper behavior must be demonstrated. Both positive and negative consequences are delivered to motivate behavior change. This brief interaction exemplifies the best of instructional strategies while incorporating important adult behaviors preferred by youth (Willner, Braukmann, Kirigin, Fixsen, Phillips, and Wolf, 1977), thereby increasing student receptivity to learning. Varied formats of Teaching Interactions are calmly and positively employed to effectively confront and teach as well as to reinforce and strengthen desired behavior.

A Complete Teaching Interaction incorporates ten basic steps:

Expression of Affection
Initial Praise
Description of Inappropriate Behavior
Description of Appropriate Behavior
Rationale
Request for Acknowledgement
Practice
Feedback
Consequences
General Praise

An example of how these steps would be used in a specific problem situation can be found in Figure 2.

Most educators find a smooth flow within the Teaching Interaction sequence. It can be used with any number of social behavior problems and can be applied in regular or special education settings. Teaching Interactions are concrete and provide positive instruction. Anyone who works with students (counselors, teachers, psychologists, administrators) can use the Teaching Interaction technique. The only stipulation is that educators view the inappropriate behavior of students as vital learning/teaching opportunities and not as personal insults or challenges of authority.

FIGURE 2
COMPLETE TEACHING INTERACTION

The following is an example of a Teaching Interaction used to correct inappropriate behavior. It begins when the teacher gives Larry feedback about errors on his math assignment. Larry has responded by slamming his book down and by muttering and scowling. The teacher has asked in a pleasant voice that Larry stop muttering and look at her.

Step	Example
1. Expression of affection	If the student is seated, the affection teacher sits, stoops, or bends over so that she is at a similar height. She then calls the student by name. "Larry..."
2. Initial praise	"...thank you for stopping your mumbling and for looking at me."
3. Description of inappropriate behavior	"However, just now when I said you had some problems wrong and would have to re-do them, you slammed your book shut, looked away from me, and began mumbling."
4. Description of appropriate behavior	"When I told you about your math, Larry, you should have accepted my criticism. It requires three steps. The first step is to maintain good eye contact with the person criticizing you, just like you are doing now. The second step is to say 'OK' or 'Yes.' Let the person know you understand what is being said. The third step is not to argue or mumble."
5. Rationale	"Criticism is usually meant to help us improve. If you can accept criticism here in school you will know how to let people help you. That is going to help you learn more, do better in class, and avoid mistakes in the future."
6. Request for acknowledgement	"Do you understand, Larry, why it is important to learn how to accept criticism?" (The student acknowledges)
7. Practice	"Let's practice this. Let's say I have just come over to your desk, Larry, with your math paper. I am going to point out some mistakes just like I did before. This time, however, I would like you to show me how you would accept the criticism. I want you to use good eye contact, to say 'OK' or 'Yes,' and to accept my help without arguing or mumbling. Are you ready? (The teacher and student role-play the scene.)
8. Feedback	"Larry, that was excellent! You looked right at me the whole time; you said 'OK' when I finished talking, and you didn't argue or mumble. Great job!"
9. Consequences	"You have done a very good job of accepting criticism and following my instructions. I appreciate that. Because you have done so well and because this is the first time I have had to talk with you about accepting criticism, it won't be necsseary for you to see me after school."
10. General praise	"You can get back to some of your seat work now. Thanks for taking care of this problem so well."

Motivation Systems

While the Boys Town Education Model uses Teaching Interactions to establish new behaviors, for many troubled youth it is also essential that this process include positive consequences delivered when the student performs desired behaviors so that newly acquired behavior can be strengthened. This systematic application of immediate consequences is known as Student Motivation Systems.

Many students are motivated to learn without extrinsic rewards. For these youth the combined use of clear behavioral expectations as defined by the social skills curriculum and the instruction offered through a Teaching Interaction serve to develop highly successful student behavior. However, those students with significant social skills deficits - students identified as behaviorally disordered, at-risk, or emotionally disturbed - often lack motivation to learn and alter behavior. These students must early on be given help through external controls which will, hopefully, later lead to the development of an internal desire to learn (O'Leary & Drabman, 1971). Student Motivation Systems provide a comprehensive framework to consistently apply principles of learning which will maximize behavior change for these students (Downs, Bastien, Brown, Wells, 1987).

At the root of the Motivation Systems lies a token economy. In the context of a Teaching Interaction, student behavior is confronted and results in consequences in the form of points. The immediacy of the consequences (points) help motivate behavior change. Students accumulate points to gain access to reinforcers including tangible items, privileges and activities.

Three graduated levels of support promote rapid learning, yet systematically fade dependence upon the artificial aspects of the Systems enhancing the generalization and maintenance of acceptable behavior. The **Daily Points System** is the entry level for all new students, focusing on skill acquisition through frequent direct teaching and immediate point gains and losses. At **Progress** level the focus is upon building fluency with skills. While direct teaching of social behavior and immediate feedback continue, the verbal feedback and consequences reflect qualitative differences in skill use. At the end of the school day a summative evaluation and rating of the student's overall social performance is provided along with a corresponding amount of points. **Merit** level focuses on skill maintenance and generalization. Students develop fluent skill use across a range of settings and under more naturally occurring forms of reinforcement. Direct teaching of social skills and verbal feedback concerning behavior continue at this level, but students receive a non-contingent "allowance" of points for each day they meet behavioral standards.

The Boys Town Motivation Systems is a comprehensive system assisting students with moderate to severe behavioral deficits to incorporate social skills into their repertoire of behaviors. The three-level token economy reflects stages of skill acquisition and provides the appropriate degree of structure plus support necessary at each developmental level. This multi-level approach meets each student's individual needs while providing a gradual transition from artificial consequences to more naturally occurring forms of feedback and internal controls.

Administrative Intervention

Historically, schools have often viewed their role in discipline as one of providing punishment for rule-breaking behavior. This punishment has frequently included suspensions, expulsions, shortened school days, administrative transfers and ignored truancies (Grosenick & Huntze, 1984) which have questionable effectiveness, are potentially harmful, often lead to a punitive school climate, and may, in some cases, be in violation of statutes protecting the rights of handicapped youth.

Administrative Intervention allows school administrators to function as effective change agents in reponse to more serious or continuing school discipline problems. It extends the teaching focus found in the other components of the Boys Town Education Model to include working with students who are "out of instructional control," and have been removed from the classroom and sent to the office. This approach, including Teaching Interactions, Intensive Teaching, and behavioral rehearsal adapted from the Boys Town Family Model, assumes that discipline is a process of training for correction or teaching alternative ways of responding to stressful classroom or school situations.

Deficits in social behavior, e.g., following

instructions, accepting criticism, accepting "no" for an answer, resisting peer pressure, etc., often make it difficult for students to remain in the classroom and eventually even in the school program (Schumaker, Hazel, Sherman and Sheldon, 1982). The Boys Town Social Skills Curriculum (Brown, Black and Downs, 1984) and a set of procedures to assist administrators in remaining calm provides the framework to help students regain instructional control and to then teach vital social skills and school expectations. An established sequence of consequences for office referrals promotes consistency and predictability while allowing for individualization of responses to rule violations. The goal of this teaching procedure, unlike many discipline policies aimed at the student's exclusion from school, is the youth's successful return to the classroom.

The procedures encompassed within the administrative format are used by administrators or designees (e.g., guidance counselors, psychologists, behavior interventionists) across the country. While Administrative Intervention is often employed independent of the other Model components, when Motivation Systems are used within a school program the support of Administrative Intervention is crucial.

Current Use of Model Outside Boys Town

Since 1981 Boys Town has conducted training in various components of the Education model for approximately 1,700 public and private school educators throughout the United States. The effect this training may have had on children and on school programs is presently unknown; however, the potential numbers of children the Boys Town Education Model may be currently impacting is substantial, estimated at anywhere from 3,000 to 10,000 children per year.

The training of these 1,700 school personnel, all of whom are associated with school programs outside of Boys Town, has taken place through both on-campus and site workshops (see Figures 3 and 4). For the most part, these school personnel have participated in the workshops with the intention of implementing the Boys Town Education Model or major components of that Model (i.e., Administrative Intervention).

Public school educators have reported significant success and satisfaction in their applications of the Boys Town Education Model with children and youth most often identified as behavior disordered or at-risk. Included are the following public school sites: Poudre R-1 School District, Ft. Collins, CO; Mason City, IA; Cache County Schools, Logan, UT; Mississippi Bend Area Education Agency, Clinton, IA; Elkhorn Public Schools, Elkhorn, NE; Red Lake Schools, Red Lake, MN; Chesterfield County Schools, Chesterfield, VA; and Charlevoix-Emmett Intermediate School District, Charlevoix, MI (See Figure 5).

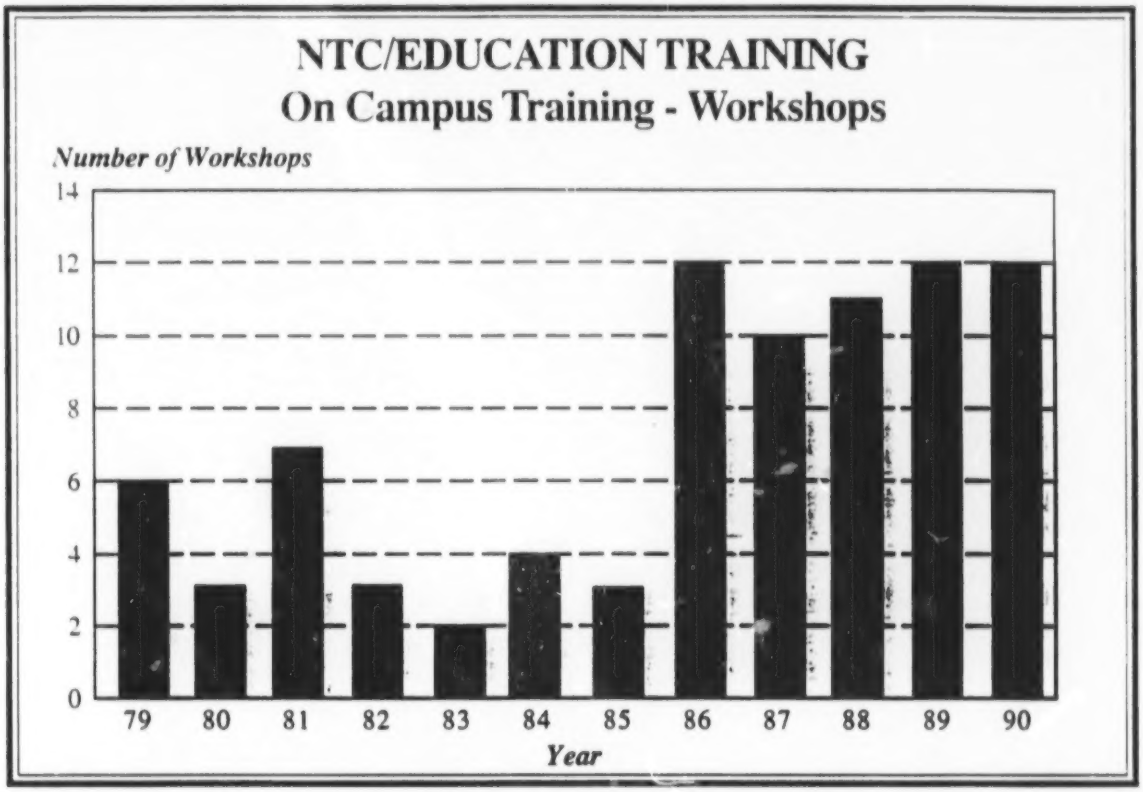
Similar reports of success have been reported by educators in private schools, some of which are affiliated with residential programs using the Family-Home Model: Maryville City of Youth, Des Plaines, IL; Park Ridge Youth Campus, Park Ridge, IL; Florida Mental Health Institute, Tampa, FL; Lena Pope Home, Fort Worth, TX; and Spanish Peaks Mental Health Center, Pueblo, CO; St. Labre Indian-Catholic School, Ashland, MT; the ENCORE Program, Eagle Lake, ME.

The potential influence and impact the Boys Town Education Model can have in school systems throughout the United States is staggering. Very few school districts of over 1,000 children do not serve at-risk or behaviorally impaired children, the very same children Boys Town has had proven success with for the many years; the very same children with whom we deal on a daily basis; the very same children who have often failed all other available programs and are now in the public school's most restrictive placements or are no longer going to school; the very same children who would respond favorably to the care, consistency, and teaching the Boys Town Education Model provides.

Dissemination

To meet the increasing requests from schools and agencies across the country to implement the highly effective Education Model, Boys Town has developed dissemination activities to help train and validate the technology necessary for successful replication. During 1990, in addition to training 226 educators through the on-campus workshops, 300 professionals from twelve selected sites in Utah, Michigan, Texas, North Dakota, Missouri, and Nebraska, were provided training and technical assistance through a variety of these dissemination activities.

FIGURE 3


NTC/EDUCATION TRAINING
On Campus Training - Workshops
Number of Workshops
14
12
10
8
6
4
2
0
79
80
81
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84
85
86
87
88
89
90
Year

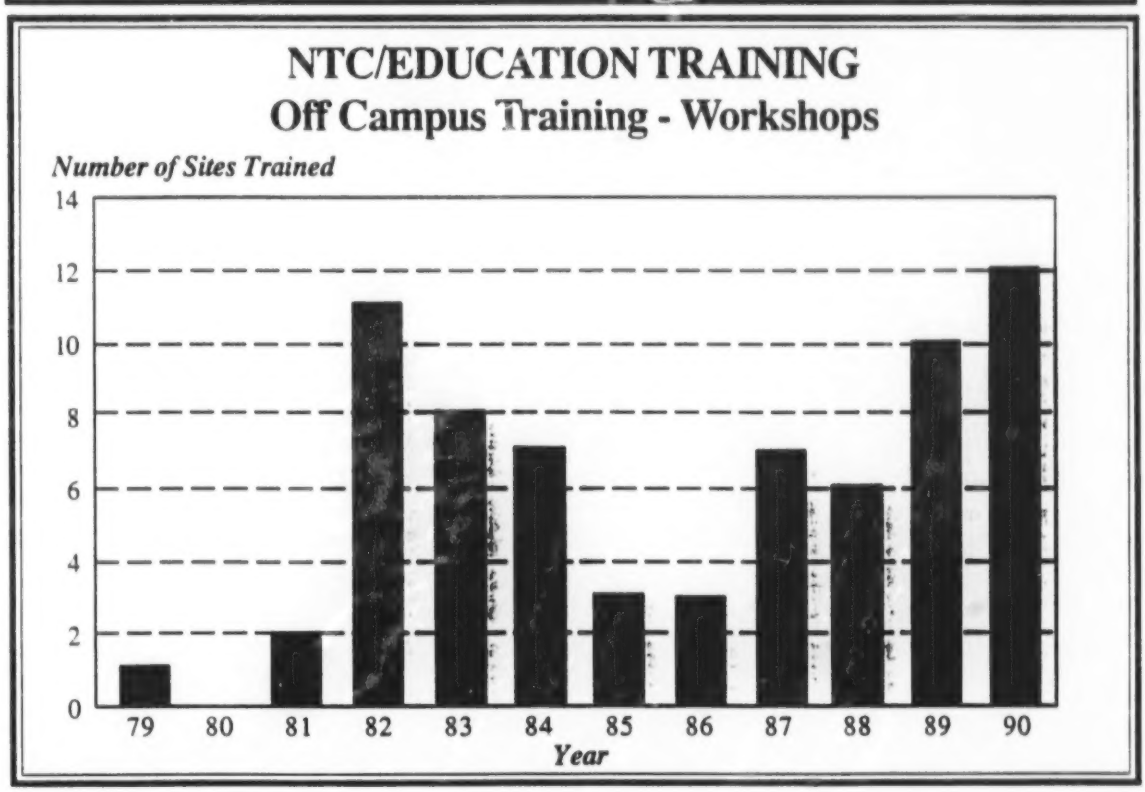
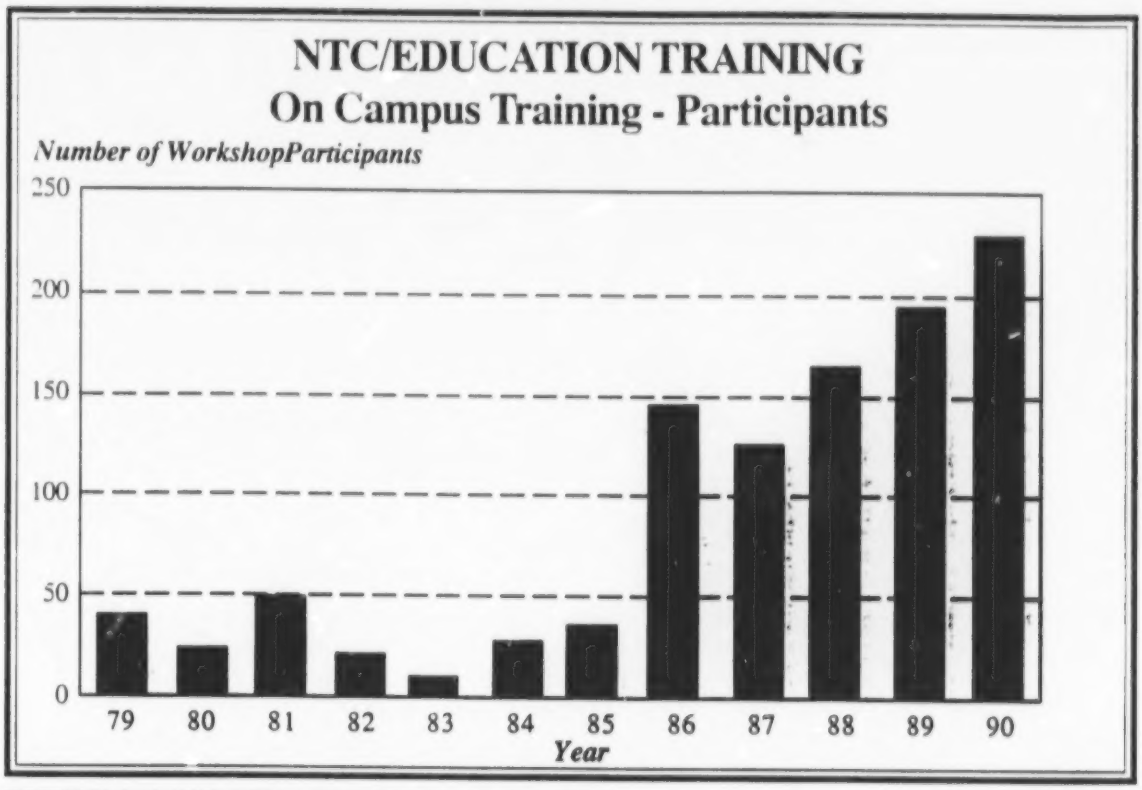

NTC/EDUCATION TRAINING
Off Campus Training - Workshops
Number of Sites Trained
14
12
10
8
6
4
2
0
79
80
81
82
83
84
85
86
87
88
89
90
Year

FIGURE 4


NTC/EDUCATION TRAINING
On Campus Training - Participants
Number of WorkshopParticipants
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100
50
0
79
80
81
82
83
84
85
86
87
88
89
90
Year

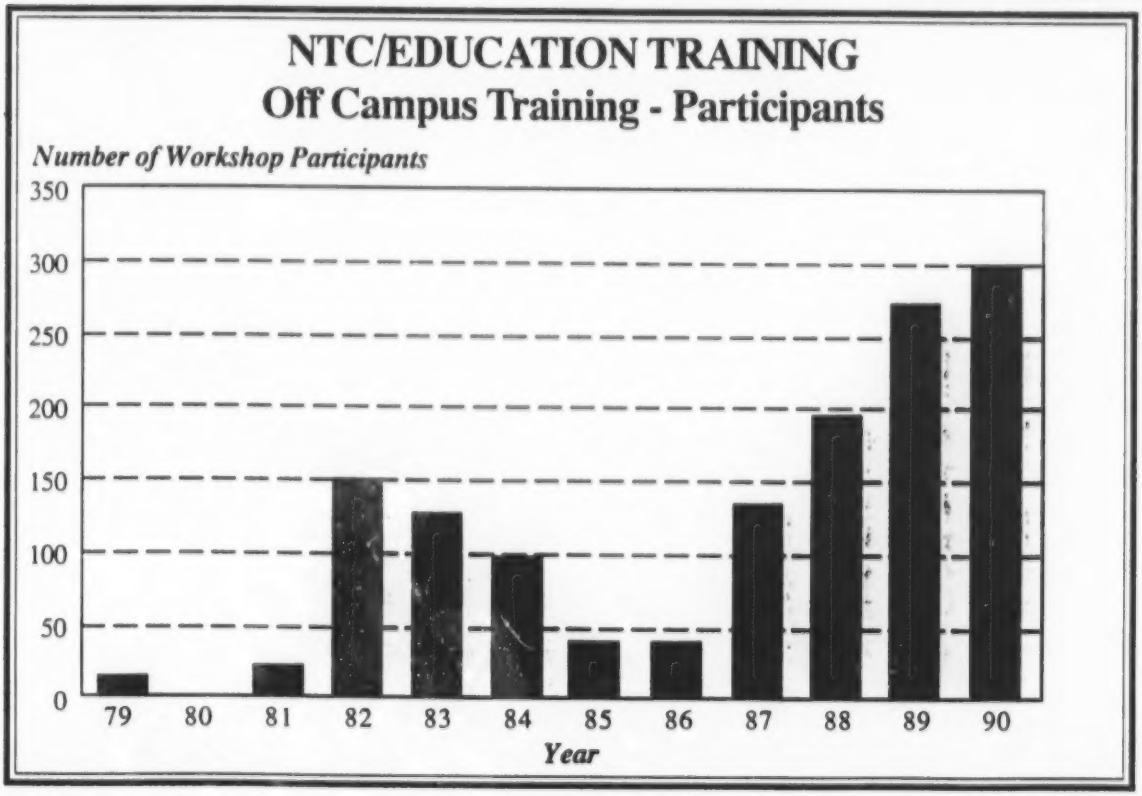
NTC/EDUCATION TRAINING
Off Campus Training - Participants
Number of Workshop Participants
350
300
250
200
150
100
50
0
79
80
81
82
83
84
85
86
87
88
89
90
Year

FIGURE 5

Sites Trained in Boys Town Education Model
1979-1990

Pre-Service Workshops

The goal of the pre-service workshops is to provide educators - teachers, administrators, support staff, instructional aides - with specialized technology and the philosophy necessary to begin implementation of the Boys Town Education Model. These workshops, conducted monthly on the Boys Town Campus and on an "as needed" basis by contract in sites across the country, include Student Motivation Systems, Administrative Intervention, and Social Skills in the Schools (S3). The combined content of all three workshops allows schools to effectively address the social skills needs of all students on a behavior continuum from mildly disruptive to significantly aggressive.

The five-day **Student Motivation Systems** workshop includes comprehensive instruction in the School Social Skills Curriculum, the mechanics of a three-level semi-token economy system, and the use of Teaching Interactions to combine instruction on social skills with the confrontation and management of student behavior. The course is conducted through lectures, demonstrations, video tapes, and role-play/feedback sessions centering on eight topics: Philosophy/History of the Model, Learning Theory, Motivation Systems, Observing and Describing Behavior, Rationales, Teaching Interactions, Tolerance Levels, and an overview of the Administration Intervention component. Each participant receives skill cards and a training manual including all information needed to implement the Model. Training groups of ten to fifteen assure the individual attention vital to learning the comprehensive technology.

The three-day **Administrative Intervention** workshop provides the additional training necessary to prepare administrators or designees to use a sequential set of procedures to deal with students who have not responded appropriately to teacher instruction in the classroom and have been sent to the office. This instruction includes procedures for de-escalating disruptive behavior, obtaining and maintaining instructional control, teaching alternative behaviors, and preparing students for successful re-entry to the classroom.

Once again, this workshop is conducted through the use of lectures, demonstrations, videotapes, and role-play/feedback sessions. Included are the following workshop sections: Philosophy and Theory of the approach, Observing and Describing Behavior, Rationales, Teaching Interactions, the Crisis Stage, Intensive Teaching, Apology/Classroom Re-Entry, and Behavior Contracting. Skill cards and manuals help facilitate the training. Our goal is not merely theoretical information but practical skills.

The **Social Skills in the Schools (S3)** workshop is a three-day training program for instructional staff working with troubled or troublesome students in the regular classroom or resource room setting. Participants learn how to emphasize social behavior as a regular part of the school curriculum. Structure and format are provided to consistently and effectively deal with school-related problems including how to teach and reinforce desirable behavior, confront and manage inappropriate behavior in a calm and positive manner, problem solve with students, and motivate them to engage in more successful behaviors.

As in the other workshops, instructional methods include both didactic and role-play/feedback sessions on topics including Learning Theory, Observing and Describing Behavior, Rationales, Teaching Interactions, Problem Solving, and Behavior Contracting. All materials to implement an effective social skills program are provided.

Boys Town monitors all workshops through a process of evaluation of participants' skill mastery. Trainee knowledge of the Model and skills for implementing the technology are checked throughout the training. All participants complete a comprehensive pre-test and post-test which assesses their knowledge of concepts and practices across all workshop sections. Trainers and facilitators maintain anecdotal records of participation during lectures and performance during role-play sessions. A final check on Teaching Interaction skills is also completed for each trainee through the role-play sessions. This information attempts to objectify strengths and weaknesses, areas in need of improvement or re-training, and topics for follow-up consultation.

The quality of the workshops is monitored in a similar fashion. Improvement as noted on the pre-tests and post-tests, along with an item analysis of test questions, offers one form of feedback on the thoroughness of content presented. In addition, evaluations are solicited from participants following each section and again at the culmination of the

workshop to monitor the quality and clarity of instructions, opportunities for participation, presenter knowledge and overall satisfaction and strengths or weaknesses of the workshop experience.

Workshop participant response has been overwhelmingly positive, many indicating that while the sessions are intense, the quality and content are superior to any instruction previously received in either pre-service or in-service experiences. When approximately 300 participants from twenty randomly selected workshops were asked to rate their satisfaction with the instruction, the overall average rating was 6.59 on a 7-point scale. A sample of their comments follows:

"The workshop was great! I truly feel I have learned something I can use."

"The session was outstanding! I particularly appreciate the intellectual stimulation, the examples set by the trainers, the rationales offered to encourage and develop teaching skills and attitudes, the care witnessed for each other, as well as a philosophy to help me be a better teacher and parent."

"The best part of the workshop, I feel, was the change in my attitude about student expectations and tolerance levels. I have become confident in my ability to make decisions because I now have clear, concise techniques and guidelines."

"The presenters were extremely knowledgeable, humorous, and obviously master teachers as well as excellent models. Role-playing was tough, but most helpful. Thanks for pushing us to mastery! The manual was an excellent reference and very useable. Thanks, too, for the overheads! It all helped me build a visual image or framework in my mind."

"I feel this would be a great process to use in preparing students for high school. It fits perfectly with our middle school's discipline/reward system already in place."

"The trainers did a great job of helping each person (whether public school, Boys Town, or private school) apply the concepts to their jobs/schools."

Consultation

To assure proper program implementation, start-up and follow-up consultations are an integral part of site development activities. Start-up consultation offers a site the experience and technical assistance helpful in preparing for initial implementation, including such activities as 1) revising system cards and forms, 2) preparing student files, 3) offering awareness opportunities for parents and other program staff, 4) developing a meaningful reinforcement menu, 5) preparing students to begin the program, and 6) consulting on logistics unique to their site situation. Sites rarely can predict the comprehensive nature of preparation for implementation. This consultation ensures that the Model begins successfully.

Follow-up consultation provides a developing site with feedback crucial for maintaining a quality program. Program drift and deviation from the Model are inevitable without this on-going assistance. Boys Town urges each site to participate in consultation activities following the completion of their pre-service training. This consultation consists of telephone contacts, classroom observations, system card reviews, analysis of data from student account books, office files, etc., observation of Administrative Intervention, and interviews with staff and students involved in the implementation process.

Evaluation

To assist a site in measuring the impact or effectiveness of the Model in its setting, Boys Town provides a pre-/post-site assessment package as an optional service. This evaluation, conducted prior to Model implementation and again at least one semester after implementation, strives to assess the success of the program through analysis of extended program data (i.e., - frequency of tardies, office referrals, in-school suspensions, etc.), social skill levels of students served by the Model, and the perceptions of key consumers - parents, students, instructional staff and administrators. The data provided through this site evaluation process will guide decisions regarding continued use of the Model and future contractual services with Boys Town.

Training of Trainers

Continuity of programming and maintenance of training effects can best occur through local leadership. Eventual district or agency independence in all training and consultation activities is crucial

not only for the continuation of effective Model implementation but for fiscal responsibility as well. Attrition, expansion, the maintenance of trained substitutes all result in the need for on-going training functions. To accommodate these needs Boys Town offers training for identified key individuals capable of providing local leadership in their district or agency through the provision of training and consultation activities.

This training of trainers is a comprehensive and continuous process. It requires that selected staff be actively involved in the daily Model implementation at their site and possess strong leadership abilities. Training sessions are designed to: 1) increase knowledge of the research-based principles of the Model, 2) assist in the development of content-based presentations to criteria, 3) provide specific methods for monitoring, evaluating and revising training activities, and 4) develop skills for effective interactions with adult learners.

In addition to didactic and role-play experiences, the trainer candidate must demonstrate proficiency in conducing full training responsibilities, first with the assistance and feedback of a Boys Town trainer, leading eventually to independent training. Development of this internal leadership, though time consuming, insures the Boys Town Education Model will still be used years after the initial training has ended.

Site Selection

The site selection process will generally begin either with a request for information regarding the Education Model or through a visit to the Boys Town Campus Schools by interested educators. Initial interest is typically the outcome of a conference presentation, a visitation to a school program using the Model, or the result of reading about the program. As interest continues, additional and more detailed information related to program adoption and the technical aspects of implementation, training, expenses, follow-up, etc. is provided.

Prior to contracting with an agency or school district for dissemination services, Boys Town conducts an assessment to ascertain the potential viability and probable success of the Model in that particular location. More specifically, Boys Town will assess a variety of factors in gauging whether a site is suitable for and will be successful in implementing the Education Model. These factors include:

-- What is the organizational commitment of the site's administration and teachers to applied behavior analysis as a means of changing youth behavior?

-- Does the site have a youth population that is appropriate to the purposes of the Model (i.e., social skill deficiencies, difficulties with authority figures, motivational deficits, etc.?

An on-site assessment conducted by Boys Town staff is the most effective way to ascertain the probable success of the Model in that setting and better determine training needs. This on-site visitation provides an opportunity to meet with key staff members to answer and ask questions, observe in classrooms, and provide an overview of the Model. The Maher and Illbach (1982) AVICTORY Model for assessing an organization's readiness to adapt new technology helps to determine the best approaches to training and implementation:

Ability	The extent to which the site is able to financially support the introduction, training and maintenance of the Model, e.g., training of administrators, teachers, instructional aides; availability of key staff to visit Boys Town; availability of principals or designees to provide Administrative Intervention support for teachers; identification of program leaders, consultants, potential trainers.
Values	The value placed by the school personnel on educating troubled and troublesome children and the corresponding commitment to use behavioral approaches.
Idea	The administration and instructional staff's understanding of the comprehensive nature of the Boys Town Education Model.

Circumstances	Variables that could impact how the Boys Town Education Model might operate, e.g., supportive board, superintendent, special education director, building principals; classroom size; pupil-teacher ratio; unique population/ student needs; staff competencies; use of mainstreaming; existing district discipline policies, etc.
Timing	The school's anticipated date for implementation of the Model; training sequence; materials preparation.
Obligation	The desire for change; the commitment and need felt by school personnel for instituting the new approaches to working with and educating troubled children.
Resistance	Anticipated reluctance about and possible barriers to effective implementation of the Model, e.g., reluctance to freeing staff for necessary training, previous program loyalties, staff with a non-behavioral orientation.
Yield	The anticipated benefits that would accrue to students, teachers, and administrators; the positive public relations; the parental support to be gained.

Once Boys Town determines the appropriateness of assistance to a site, a contract is drawn up specifying all services to be provided. Costs are determined on a fee for service basis and vary with each contract based upon the site's individual needs.

Summary

Utilizing what research suggests to be the best practice in teaching is not always easy. Teaching socialization and personal accountability to the growing population of troubled and troublesome youth is also not easy. At the same time it has become the major challenge facing America's schools. We must proceed with dedication and vigilance, yet vigilance alone cannot carry the burden as an agent of change. Dedicated educators must be provided with the structure, technology, model or framework to consistently and effectively deal with school-related social problems. The time-tested technology of the Boys Town Education Model provides that blueprint for helping youth throughout the country succeed in school.

For more than a decade the boys and girls of the Village of Boys Town have been our teachers. They have shown us the true value in teaching social skills - the eventual unfolding of classrooms and schools where students demonstrate concern and interest in one another, consideration toward their teachers, concern for their own school performance.

For over 70 years, Boys Town's mission has been to improve the way children, regardless of race, creed or handicapping conditions, are treated. We are proud to extend this mission to include the goal of making the nation's schools a better place for all students.

CONTACT PERSONS FROM SITES WHICH HAVE ADOPTED THE BOYS TOWN EDUCATION MODEL

Contact	Program
Dr. Clark Puffer Superintendent Cache County Public Schools 2063 North 1200 East Logan, UT 84321 (801) 752-3925	At-risk youth
Robin Pruett E.D. Program Specialist Chesterfield County Public Schools Chesterfield, VA 23832 (804) 330-4980	Emotionallly disturbed students Grades 1-12
Dr. Joe Hendrickson Director of Special Education Poudre R-1 School District 2407 Laporte Avenue Fort Collins, CO 80521-2297 (303) 482-7420	Behavior disordered students Grades 1-12
Dr. Rich West Associate Professor Dr. Richard Young Associate Professor Utah State University Logan, UT 84322-6500 (801) 750-3243	Teacher training and school consultation Grades K-12
Ron Chamberlain Program Coordinator Charlevoix-Emmette Intermediate School District 08568 Mercer Road Charlevoix, MI 49720 (616) 547-9947	Behaviorally impaired students Grades 1-12
Linda Caron Director ENCORE Program Northern Maine General Hospital Eagle Lake, ME 04739 (207) 444-5948	Day treatment program for troubled youth Grades 7-12
Susan Fister Director, Utah Learning Resource Center 2290 East 4500 South Suite 220 Salt Lake City, UT 84117 (801) 272-3431	Administrative Intervention with regular and special education students Grades K-12

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